



Teacher
of Champions

The American Teacher MAGAZINE

UNESCO

Value of Oriental Literature
Proudly We Teach, a Survey

OCTOBER, 1960

Guest Editorials

THANK HEAVENS for Miss Sophie Jaffe, a public school teacher from New Britain. She got up before the annual convention of the American Federation of Teachers in Dayton, Ohio, the other day and spoke her mind on a subject which might well be closer to the hearts of U.S. parents.

**Too Much
and
Too Soon**

Said Miss Jaffe: Unless American children learn a little about doing without material things; unless their parents teach them that they cannot have everything they want merely by asking for it, the nation will have produced a generation unable to make the sacrifices necessary to preserve democracy.

"We have gone overboard on the idea that, by giving our children the best and the most, we are making of them happy, well-rounded individuals who will grow up to be good, adaptable citizens," she said. "Children must learn as children that money and material abundance are not the acme of American democracy."

It isn't at all unusual, she pointed out, for some families to provide television sets for the children's bedrooms, for youngsters to carry portable radios to school.

It's up to teachers, parents and other adults to shift the emphasis back to "what's right and what's wrong" and away from materialistic concepts, Miss Jaffe said. Her remarks need no embellishment here.

Great debates rage about national defense. Yet, nothing can be more pertinent to national—and personal—defense than a true sense of values, not only in the rising generation but in its elders, as well.—*From the New London, Conn., Day.*



THE NEXT TIME the Pawtucket Times or the Providence Journal resurrects the perennial bromide describing "the five dollar-an-hour, five-day week, 180 day-long sinecure enjoyed by the teachers" we feel certain they may meet with plenty of mental, perhaps even vocal rebuttal from Ashford Jenkinson and 75 members of the Rotary Club.

**Rotarians
Prove
A Point**

As reported on the front page of the Times, it seems that Mr. Jenkinson, faced with the task of correcting 150 test papers written by students who took the Rotary Club's history examination for a prize, conceived a clever way of accomplishing the job painlessly.

At the Rotary Club luncheon he gave two test papers to each of the 75 members present; he read the answers and they scored the papers.

According to the Times, the job was completed in only half an hour. But that was a half-hour for each of 75 men, or 37½ hours of correcting. Every time the son or daughter of one of the Rotarians takes a test in his daily school work, some teacher of English, history, or geometry marches home with 20 or 25 less papers, but with 75 less assistants, and somehow manages to get the pile cleared in time to repeat the process!—*From Local 930 News, Pawtucket Teachers Alliance.*



IN A MESSAGE to the opening session of the American Federation of Teachers annual convention, President Eisenhower turned his phrase in an unusual way. "Education must keep pace with advancing knowledge," he said, suggesting first of all how popular is the fallacy teachers are hired to transmit to young people that which young people's parents already know.

**Understanding
Who's
The Master**

A part of the profession's salary problem has been the lay assumption the teacher is there to do a job the parent could do if he had time. This is an oversimplification, but it is one supported by parents' tendency to throw at teachers personality problems having nothing directly to do with the teachers' job. The average pay is low for reasons as sharp if inconspicuous as parents' accepting the school as one big domestic, capable and in the tax bill high priced.

MR. EISENHOWER hones the problem to its most perplexing question: Can we or can we not provide the kind of education that will not lag helplessly behind a knowledge that is expanding at unequaled rate, breadth, and intensity? The question has to be answered affirmatively unless we have already consented to return to an agrarian society. If it is answered thus positively, we have then to make sure we have the tools to do the job. We must have teachers of this high capability, of a proficiency extending into the kindergarten as well as into that overused exemplar the physics laboratory. We have to stop exercising our basic concept of teacher as servant and recognize him as the leader without whom we are really leaderless. If we can do this, we shall solve one of the main points of the American Federation of Teachers meeting, pay commensurate with an impersonal need and demand.—*From the Hackensack, N.J., Bergen Record.*

THE

President's Page

By Carl J. Megel

OUR FOREFATHERS came to this country principally for three reasons: 1) They wanted to be free human beings; 2) they wanted to worship God as they pleased and 3) they wanted the right to educate their children.

Stories relating to their struggles for these three objectives are endless. Out of the caldron of their burning ambitions came a new nation. We are the inheritants of this precious legacy.

But the right to be free, to worship as you please and to educate America's children in a proper and wholesome manner are constantly under attack. If we are to maintain these rights and privileges, it becomes our sacred duty to fight as did our ancestors to maintain and extend these opportunities.

The world is engaged in the struggle of ideas—a struggle for the ascendancy of mass control of mankind, or for the maintenance of human freedom and dignity. Under atheistic communist control men are made the tools of the state, subject to the state in every fashion.

In a democracy the individual is supreme and the state is built to serve the individual. Under such a concept men are free to worship as they please, to live their life as they choose, and to love, to marry, to build homes and to rear a family.

UNDER SUCH A CONCEPT we in the A.F. of T. maintain that teachers have the right to organize into unions of their choice; they have a right to bargain collectively with their school boards, and they have the sacred duty to exercise the right to vote.

It behooves every voter and every American interested in preserving our democracy and in maintaining our public school system to carefully study the men and women who are now campaigning for national office. The November election is probably the most important election in our lifetime.

The AFL-CIO has prepared a bulletin giving the voting records of present legislators on all issues. This bulletin is available for the asking. Be informed and vote for the candidate whom you honestly feel will best serve the interests that we all hold in common.

The new Congress which meets in January will again have the responsibility of passing Federal Aid to Education legislation, of providing health benefits for the aged, solving the farm problem, increasing the min-



MR. MEGEL

imum wage, slum clearance, public housing, building roads and harbors and all the other national needs which will restore our economy and provide jobs for the nearly five million who are now unemployed.

AS OUR GREAT DEMOCRACY develops, as our world becomes smaller because of scientific and technical achievements, each election time becomes even more vital to the future of our nation. As teachers we are well aware that great progress also creates great competitive action and bitter enemies who will stop at nothing to undermine democratic action and to defeat all that for which we, as a nation, and as an organization, stand.

Some of our members have tasted of the bitterness which can be created by the weaknesses of others. It is for this reason that we must be firm and honest in our convictions and have no fear of expressing them. It is such courage which strengthens us and the youth whom we are ded-

icated to educate and to serve so that they, too, may one day move forward proudly in the further development of our nation. Ours is the responsibility to carry high the torch of freedom, so that our students, from us, gain strength to do the same.

One of our greatest privileges is the right to vote as our consciences dictate, and the freedom of expressing our opinions in this regard.

MAY I URGE EACH OF YOU, therefore, to participate in political campaigns in your community to see that every eligible voter is registered so that he can vote and, to contribute to the political party of your choice. Let it be known that you are a member of the *American Federation of Teachers* working for the election of your candidates so that the new Congress and the state legislators can give greater emphasis to educational legislation so vitally essential as each day brings an increased enrollment of boys and girls in our schools.

Work for the candidates who will support slum clearance, medical care for the aged, increased minimum wage and all the other areas of great need. Only a positive, progressive America can maintain its leadership. Such an America will immediately become the answer to Russia's challenge.

The American Teacher MAGAZINE

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October, 1960

On Our Cover

Teacher on our cover is Glenn Rolle, 39, health and physical education teacher and assistant football coach as well as hockey and tennis coach at East High School, Duluth, Minn., with the cocaptains of the hockey team that swept to the Minnesota High School championship last school year.

Rolle, a member of the *Duluth Teachers Association, Local 692*, watched his star-studded hockey team win 24 games while losing only four, and expects to start his this year's team training for a repeat performance early in November.

Rolle lettered in hockey in high school, junior college and the University of Illinois. He holds a Masters from the University of Minnesota. At Duluth East High, he is also athletic equipment manager and audio-visual education coordinator.

Students in the photo are James Ross and Mike Hoene, the last year's hockey team cocaptains, two of the four on Rolle's squad picked as state All-Stars. His captains this year are William McGriffeth and John Bonte.

Photo by G. L. Penk, member of the St. Paul, Minn., Federation of Teachers, Local 28, and journalism teacher in that city's Monroe High School, who becomes a member of the American Teacher magazine Cover Photographers Club, and receives \$50 for contributing the picture. (American Teacher magazine, Oct., 1958)

GOING TO MOVE?

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UNESCO World Agency

for Literacy,

Understanding

and Peace

THE PAGES of history are frequently marked by the noble but futile attempts made among nations to devise some means of keeping peace on earth. The persistence of these attempts is eloquent evidence of the eternal quest by men of good will, but their results serve warning that means tried in the past could not succeed in their purpose of preventing war.

Fortunately, the quest still goes on, and the lessons taught by this history of failures have not been lost on our generation of statesmen. From past failures was born a realization that no means to keep peace could ever work unless efforts were also made to combat the sources and breeding grounds of conflict throughout the world.

Among these in emerging from the second world war, were the widespread instability and unrest of countless masses aspiring to a more rightful share in the fruits of modern civilization, yet hampered in their progress by the terrible burdens of ignorance and want. A lack of understanding about other people and their problems, however, was a potential source of conflict to be found all over the globe.

Appreciation of these essential facts led to the establishment after World War II of the United Nations Specialized Agencies which would deal with the human problems underlying relationships among nations—problems such as food, health and education. International cooperation in these fields was not a new concept but it was never before undertaken in such a well-organized, far-reaching and promising fashion.

AMONG these agencies, the United Nations Educational, Scientific and Cultural Organization—UNESCO—is probably broadest in scope. In essence, its aim is the world-wide dissemination of knowledge, not only to satisfy the vast needs of those in underdeveloped areas, but also to break down barriers of misunderstanding and hostility. In formal terms, UNESCO was established to advance the objective of peace

*Information Officer, United States National Commission on UNESCO of which the American Federation of Teachers is a member and represented by its President.

By Elaine D. Dowdell★



Miss Dowdell

and welfare of mankind through the educational, scientific and cultural relations of the peoples of the world. But more than two-fifths of these people can neither read nor write in any language.

It is clear then, that illiteracy is one of the most urgent challenges faced by UNESCO. Literacy is a basic means which will enable people gradually to share the knowledge which can give them better lives, and with better lives, the possibility of stable and responsible society.

Mass education and greater prosperity, however, do not in themselves guarantee the kind of society necessary to maintain world peace and fruitful international cooperation. The example of Hitler's Germany is sufficient to demonstrate this fact. It should be a con-

stant reminder of what can happen when rampant nationalism, intolerance and hate are allowed to divert a great people into paths of destruction and violence. The earnest efforts of enlightened people to promote understanding, tolerance and cooperation among peoples and nations is thus an equally vital task to that of providing means to better lives.

UNESCO, with its limited resources, cannot of course hope to solve the staggering problem of illiteracy or to bring about world-wide enlightenment and progress in the fields of science and culture. Nor can these goals be met by any means in a short period of time: But a small amount of money and initiative can go a long way toward these ends if carefully used simply to stimulate and generate activities that otherwise might not take place. This is the way UNESCO works, and why it is often called a *catalyst*.

With respect to the problem of illiteracy, this process is demonstrated by UNESCO's so-called fundamental education projects in Asia, Africa and Latin America; fundamental, because they concentrate on helping people acquire the basic knowledge and skills without which they could never rise above the vicious circle of ignorance, poverty and disease which grips them.

The answer to their dilemma is the introduction of literacy among children and adults, and knowledge of good health, food, housing, economics and citizenship. The object is a realization of the individual's potential to help himself and to contribute toward a better community in which to live.

At the request of a Member State, UNESCO assists in getting these projects started through the contribution of funds, technical advice and personnel. The projects are first undertaken within a limited geographic area where manpower and resources can achieve concrete results and provide a nucleus for gradual extension of the new techniques to wider areas.

Initial effort is concentrated on training teachers in the techniques of fundamental education. During their school-

ing and later, as graduates, they work in teams throughout their countries, teaching the village people and training more teachers to carry the work still farther. When this process of spreading knowledge is securely under way, UNESCO's job is done; the work is then carried on solely by the nation and its people.

A UNESCO approach to the problem of illiteracy in more highly developed areas is concentrated on stimulating the extension of free and compulsory primary education. In Latin America, a UNESCO major project is dedicated to this goal and has played a notable part in a great movement to alert educational leaders and authorities in countries to the educational needs of their people, to train more teachers and to provide more educational facilities. Since the inception of this project, educational budgets have been increased, more normal schools have been established, and visible headway has been made toward providing more and better education for everyone.

OTHER ASPECTS of UNESCO's educational program include adult education and exchange of persons for study and travel abroad. These persons, in turn, contribute toward the exchange of knowledge and understanding among nations. In the educational field as well as others, knowledge is also shared through UNESCO-sponsored international meetings of experts and through the publication and dissemination of useful information brought together from all corners of the earth.

In the field of science, UNESCO's program is again designed to stimulate long-range projects, to promote the exchange of information, and to bring the knowledge of many to bear on common problems. A UNESCO Major Project in science applies this system to the problems of productivity and living conditions in arid lands, especially that zone which extends from North Africa, through the Middle East and into South-east Asia.

The effect of this project has been of incalculable benefit to the peoples and nations who have long been struggling against the deserts which claim vast parts of their land. Although the project is scheduled to end in 1962, its various facilities will be perpetuated through the cooperation of the nations and their scientists and organizations brought together by UNESCO. This is a good example of how UNESCO, with limited funds, can make a major long range contribution toward economic development and human welfare over wide geographic areas.

A SIMILAR UNESCO effort is now being developed in the field of oceanographic research, with such practical goals as the discovery of new sources of food. A recent international conference on this subject, co-sponsored by UNESCO, brought hundreds of scientists together to share in their oceanographic findings. These conferences



Adult education at UNESCO's fundamental center in Patzcuaro, Mexico.

pave the way to future international collaboration and also give impetus to new endeavors toward the solution of urgent problems.

UNESCO has a social science program as well. One of the special problems with which this program is concerned is the social disruption brought about when industrialization and modern technology are imposed on traditionally rural environments. Through study, it is hoped that means can be developed to facilitate the adjustment of peoples in these areas to the changes wrought by their transition from one economic pattern to another. In September, this problem was the subject of an international conference in Chicago where the knowledge of many experts was assembled and applied toward the development of practical solutions.

UNESCO's efforts to promote better understanding among peoples and nations of the world is illustrated most directly, perhaps, by its activities in the field of culture—or the arts. These activities are aimed at promoting the preservation and extension of cultures, and also at bringing to all peoples of the world a knowledge of, and respect for the diverse cultures and traditions of other peoples. UNESCO's third Major Project is designed to effect such mutual appreciation between peoples of East and West—through exchange of persons, of art, music, literature, and general information about each other.

Cultural exchange is, in effect, a new effort to dispel the frequently distorted images which people of one nation hold of those in another—misconceptions which too often generate hostility, distrust and international tension.

UNESCO also encourages measures by which people can have greater access to their own cultural treasures and facilities. For example, a program for

making museums available to greater numbers has been developed for implementation by Member States of UNESCO. Some features of this program are the adoption of evening hours and the use of devices such as traveling exhibits which can bring art and culture to rural areas. Other aspects of UNESCO's cultural program include the publication of art reproductions, translation of great literary works, the establishment of professional societies and the international circulation of cultural exhibits. The Universal Copyright Convention, which increases international protection of the rights of authors, painters and other artists, was sponsored by UNESCO.

A necessary corollary to UNESCO's effort in promoting exchange of knowledge is the extension of means by which information is transmitted. This can be enhanced not only by improved technical facilities but also by measures to lower the political and legal barriers to free exchanges. An example of the latter was UNESCO's agreement for Facilitating the International Circulation of Visual and Auditory Materials of an educational, scientific and cultural character, an instrument which has been ratified by over 25 nations. A UNESCO coupon program enables people to purchase similar materials from abroad where currency restrictions would otherwise make such purchase impossible.

Although this description of UNESCO's work touches but a few highlights of a broad and varied program, it should serve to illustrate the point that UNESCO can and does make positive contributions toward practical ends, the value of which can hardly be denied by even the most pragmatic observers.

The point is even more clear if one remembers that UNESCO is basically a catalyst and not an organization determined to build a new world by its own direct labors. Furthermore, the real fruit of UNESCO's work is that which can be born only in the world of future generations, provided the seeds planted now are allowed to take hold and grow. UNESCO represents a long-range idea requiring—above all—patience, vision, and faith in the potentiality of the individual human being.

THE UNITED STATES, mindful of its interest and stake in UNESCO's field, was active in the formation of the organization and has always given it full support—through the approval of Congress, through the efforts of the government, and through the dedication of many Americans.

Most recently, a new Bureau of International Cultural Relations was created in the Department of State, giving added emphasis to UNESCO's affairs.

The U.S. interest in UNESCO's work is on one hand humanitarian, reflecting traditional American concern for the needs and rights of others, but on the other hand, it is extremely practical. The destiny of the majority of the world's people must necessarily affect

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THE HUMAN FRONTIERS In Education

BY RAYMOND W. PASNICK★

A CHRONIC problem of interest to many parents was recently being reviewed by the school board of a large metropolitan city. It concerned the assignment of qualified teachers to so-called "difficult" areas of the city.

Members of this board of education grappled with this familiar problem for quite awhile when, coincidentally, several of the school trustees suggested a new line of attack: take the problem to the teacher's union.

This could not have happened in this city some 20 years ago. The teachers at that time were still organizing their union and fighting for recognition and acceptance. Even ten years ago, the relationship between the board and the union was not conducive to a joint discussion of such questions.

But today, boards of education in many cities and school districts who have teachers affiliated with the *American Federation of Teachers* are rapidly discovering that the union can be a real asset in helping them to solve complex education problems. And many more should realize that the Teachers Union can be a formidable partner in mapping the ground and building the outposts on the human frontier of public education.

To be sure, manifestations of this new relationship are still quite scattered and mixed. But the new approach is taking hold. It is concretely evident in such things as marshalling public support when school bond issues get on the ballot; in persuading state lawmakers to adopt beneficial school legislation; in the recruitment and retention of good, competent teachers; in relieving teachers of menial tasks so they can better devote more time to education; in union-sponsored educa-



Mr. Pasnick

tion seminars and training programs, and in resolving countless other routine but vexing problems which face our schools.

The impact is far-reaching. It is a blessing not only to union teachers and school officials who are directly involved but fans out across the community to strengthen and bolster our entire educational process.

JUST A FEW decades ago, America's mass-production industries passed through a similar stage. These large, impersonal corporate structures once almost completely smothered out

the voice and role of the individual employee. The full potential of workers was lost amid a maze of clock numbers and a stern law that the boss's word was final. Under these circumstances, it was natural for the workers to organize and try to recapture their sense of identity through strong unions which could act for them collectively.

In industry, the days of handing down commands are over. Enlightened, modern-day management has come to recognize that employees are human beings and that it is profitable to channel their individual values through an orderly, organized system of collective bargaining. To enable workers to feel they have a part in the planning, it is now generally accepted out in industry that management has a duty and responsibility to "talk out" and resolve fairly the many problems of those who execute the work on the line.

In the educational field, the *American Federation of Teachers* is now forging ahead as the most direct and vital link between the classroom and the administrative offices of those who run our schools.

There is a growing awareness that any organization which can be the rallying point for higher salaries and better working conditions might also be equally effective in helping our schools solve some of the more troublesome enigmas of public education.

BEFORE COMING here to your convention, I glanced through the current (August) issue of the *American School Board Journal* and found that this publication was pursuing a similar point. It was heartening to read a feature article titled "School Boards and Teacher Unions" which, basically, supports my contention that a new era of school and union relationship is developing.

In this article, Reynolds C. Seitz, Dean and Professor of Labor Law at the Marquette University Law School makes two pertinent observations:

1) School boards may, of their own accord, find it advisable to recognize and bargain collectively with unions of teachers and other school personnel.

2) They may be prompted to do so even in the absence of statutory legislation which would compel school boards to do so, purely out of sentiments for fair dealing or a public relations sense which sees valuable dividends in the form of good will and strengthened morale.

To the policy question of whether school boards should voluntarily agree to recognize and bargain collectively

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★Midwest director of public relations, United Steelworkers of America, and member of the Chicago board of education, in an address to the annual luncheon of the Union Teacher Press Association at the 44th annual convention of the American Federation of Teachers in Dayton, Ohio.

THE COMPOSITE YOU

THE OAKLAND-ALAMEDA County (Calif.) Federation of Teachers, Local 771, surveyed the professional training, competency and activities of its members, under the direction of Mrs. Margaret F. McDowell, its secretary and chairman of its professional relations committee. Results shown in the tabulations below (all based on replies received) are further explained in the unusually interesting story by Mrs. McDowell, starting on the opposite page.

ACADEMIC TRAINING:

I.

College Degrees	Percent	Equivalency	Percent
Bachelor's	91	2.	
Master's	46	"	19.3
Doctorate	7	"	14.3
No Answer	7		

II.

Workshops Attended

(Related to Professional Competence)

Thirty percent have attended Median 1, Range 1-4

III.

Professional credits

or Units	Median	Range in Units
In teaching field	60	10-203
In related field	30	10-150

IV.

Academically, expect to accomplish in 5 years

	Percent	Equivalency	Percent
Master's	10.5	7.	
Doctorate	14.285	"	12.28
Publish textbooks in their fields of work			3.51

V.

Degrees and units, earned after becoming a teacher

	Percent	Equivalency	Percent
Bachelor's	10.6	None	
Master's	30.	"	4.68
Doctorate	8.93	"	2.
Attended school, whether working for further degrees or not			82.45

EXPERIENCE:

I.

	Median	Range of Years
Number of years in teaching	11	1-40
In Oakland	9	1-30

II.

Number of years taught at the following levels:

	Percent	Median	Range of Years
Elementary	26.31	8	1-33
Junior High	45.60	5	1-26
Senior High	61.4	5	1-40
College	26.31	3	1/2-13
Adult	33.34	3	1/2-15

III.

	Median	Range of Years
Number of years taught in public schools	12	1-41
Number of years taught in private schools	3	1-26
(18.367 percent of those answering had taught in private schools)		

IV.

In what fields

	Median	Range of Years
and how many years		
Departmental teaching	7	1-30
Special teaching (remedial, mentally retarded, etc.)	6	1-18

Departments in which they have taught	Percent
Language Arts	46.607
Foreign Languages	12.28
Sciences	15.768
Vocational and Industrial Arts	12.273
Fine Arts	7.018
Other Areas	8.763

STATUS OF TEACHER

I.

Age Grouping	Percent
No Answer	4
30 and under	14
31-40	40
41-50	26
Over 50	16

II.

Credentials Held	Percent
Elementary	24.56
Junior High School	35.087
Senior High School	63.158
Junior College	22.807
Adult	8.772
Special	17.544
Teachers with one credential	45.61
Teachers with two credentials	40.35
Teachers with three or more credentials	12.28

III.

Marital Status	Percent
Married	78.94
Single	15.79
No reply	5.27
Number of children, 2 median, range 0-4	

IV.

Travel	Percent
In the United States	61.403
In Mexico	10.527
In Canada	24.561
In South America	3.509
In Europe	26.316
In Asia	14.3
All over the world	7.

V.

Preparation	Salary Range	Steps	Percent
4 Years	\$4,830-\$7,404	12	5.263
5 Years	5,202- 8,046	13	33.334
6 Years	5,604- 8,880	14	36.842
7 Years	6,006- 9,399	14	15.79
No Answer			8.77

PROFESSIONAL HONORS AND ACTIVITIES

I.

Scholastic	Percent
1 median, range 1-4 years	49.12
Phi Beta Kappa	14.28

II.

29.82 percent hold or have held a position of responsibility in an educational organization

III.

Writing, books, magazines, other 21

IV.

Speakers for Committees, education, military, civic, church	Percent
	31.64

V.

Summer Occupations	Percent
Teaching	19.30
Study	57.9
Travel	45.61
Work, all or part time	50.88

**SO
Proudly
We
Teach**

**Union Teacher Competency
In The Classroom**

●
By MRS. M. F. MCDOWELL

Teacher of English for the Foreign Born. She also found that A.F. of T. members are active in services to their country and community. Summary tabulation on adjoining page.



Mrs. McDowell

WHAT IS YOUR academic preparation to be a teacher? Scholastically, what do you expect to accomplish in five years? Answers to these questions were the highlights of "The Composite You," a survey completed by the *Oakland-Alameda County (Calif.) Federation of Teachers, Local 771*, this year.

The survey was undertaken by the Local's professional relations committee to discover the competencies of the membership and to encourage a seeking of further professional training. It was felt by the committee that we could not know where we were to go until we knew where we were; therefore, the survey.

The questionnaire used was the product of many minds. It was begun by the chairman while on a summer European tour with other teachers from over the United States and suggestions were made by all the teachers on the trip. It was written and rewritten to be sure it included all the information needed. The executive board of the Oakland-Alameda County, Local 771, gave final approval to the questionnaire in November, 1959, and it was mailed to all the membership.

Replies were received from 44 percent. The percentages which follow are based on the replies received.

THE FIRST DIVISION of the questionnaire dealt with academic training. Ninety-three percent held the B.A. degree or its equivalency while seven percent did not answer this question. The M.A. or its equivalency included 65.3 percent of those replying and 21.3 percent held the Doctorate or its equivalency.

Answers to the second question, "Scholastically, what do you expect to accomplish in five years?" showed that 17.5 percent expect to get the M.A. or its equivalency, and 26.5 percent expect to earn the Doctorate or its equivalency within five more years.

One marginal note commented: "I plan to get another M.A. in another subject field—German." Three and one-half percent intend to publish textbooks in their fields of work, some hope to publish more than one book.

Replies showed that 57.9 percent continue their professional training in the summer months. A marginal note said: "I will go anywhere to study if it will make me a better teacher." Another marginal note said that the writer would be too busy caring for four children to have time for further study in the next five years. In addition to more college credits, 30 percent have attended summer workshops, some on scholarship grants and some through in-service training sponsored by the Oakland municipal system.

In Oakland, the summer in-service workshop runs for four weeks. Classes are held mornings, and a maximum of four credits may be granted on the salary schedule for work done. A variety of viewpoints were expressed on the in-service workshops. For example:

"It helped me to understand the curriculum and the aims of the school system" versus "These are best described as advanced sandbox and are attended for purely political purposes."

THE MEDIAN of professional credits held in the fields in which members are teaching is 60, with a range from 10-203 credits; in related fields the median is 30 credits, with a range from 10-150. A comment on the side of one question read:

"I've been taken out of my field—no explanation—and put into a field where I have no university credits." Two others commented:

"My supervisors tell me I give constant help to them

through my demonstrations and my observations" and "In my six years in Oakland I have been listed as a Master Teacher. I have trained four student teachers."

After becoming a teacher, 82.45 percent have attended school whether working for further degrees or not. However, degrees or equivalencies were obtained by 56 percent of those replying, i.e., B.A.—10.6 percent; M.A.—34.68 percent, and the Doctorate—10.93 percent.

The strength of a profession is measured by the strengths of the individuals who compose it. In five years the Federation teachers answering the questionnaire will have 83 percent with an M.A. or its equivalency and 48 percent with a Doctorate or its equivalency.

The replies show clearly that the Oakland-Alameda County A.F. of T. members are concerned for better classroom teaching. Their attendance in colleges and universities and in workshops are evidence of sincere dedication to the best interests of the child in the classroom.

The Federation membership has taught in all subject areas in schools from elementary to college, in the adult program, and in special programs. The greatest percentage have taught in senior high school, 61.4 percent with a median of 5 years and a range from 1-40 years. The next greatest percentage have taught in junior high school—45.6 percent with a median of 5, ranging from 1-26 years. The adult program claimed 33 percent of those replying, while elementary and college tied with 26.31 percent each. The elementary school has the highest median, 8 years, with a range from 1-33 years.

For the total group replying, 11 years was the median number in teaching with a range from 1-40 years. Oakland teachers had a median of 9 with a range from 1-30 years. As the questionnaire went to Alameda County as well as to Oakland members, those parts applicable to Oakland only, could not be answered by all. It is probable that the 11 median years in teaching resulted from the previous experience of teachers who came into the county-wide area to teach.

FEDERATION teachers have taught in public and private schools. The number of years taught in public schools has a median of 12, ranging from 1-41 years. Of those replying, 18.36 percent have taught in private schools, with a median of 3 years, ranging from 1-26 years.

The Federation teachers have qualified in a number of teaching fields.

Those in departmental teaching have a median of 7 years with a range from 1-30 years. The following table illustrates the variety of teaching done by the membership and the percentage who have participated in each section:

	Percent
Language Arts	48.607
Foreign Languages	12.28
Sciences	15.768
Vocational and Industrial Arts	12.273
Fine Arts	7.018
Other Areas	8.763

The foregoing chart, by the nature of the teaching programs, excludes the elementary teachers. The percentages and the teaching fields are applicable to junior and senior high school, junior college, the adult program and to some of the specialized classes.

In Oakland and Alameda county, the Language Arts program includes English, poetry, literature, creative writing, drama, public speaking, listening, and others; social studies include history, geography, civics, and government.

The sciences area consists of life, earth, and physical sciences, and all mathematics.

Foreign languages include the study of Greek, Latin, French, German, Italian, and Spanish.

Fine arts and crafts cover drawing, water color, oil painting, work with plastics, choral, acapella, choir, band, orchestra, and instrumental.

Vocational and Industrial arts comprise graphic arts and all shop classes, such as: auto mechanics, metal and wood shop, electronics, mechanical and technical drawing, book binding, and photography; homemaking subjects relate to nutrition, sewing, cooking, weaving, baby care, and home and family management.

Other areas pertain to all business education such as typing, shorthand, record keeping, bookkeeping, commercial law, office practice, office machines and business English; physical education, a required subject by California law, includes health, recreation, intra- and inter-mural sports, and swimming.

IN OAKLAND, special classes are given for the mentally retarded, home instruction is given to those unable to attend regular classes and remedial classes geared to individual instruction are taught in English, reading, and arithmetic. Federation teachers have taught a median of 6 years, ranging from 1-18 years, in these specialized areas.

Summer schools are operated in

Oakland for students needing to improve low grades, acquire units of high school credit, and for remedial work. Federation teachers have taught in such summer schools, and in all the departmental fields.

The majority of them came into their present school systems with experience in public and private school teaching. All have added and are adding to their professional skills by further academic and in-service training. They have served and are serving as well-qualified, professional teachers.

On their own cognizance, they have studied to improve their teaching. These comments are self-explanatory:

"I am studying the linguistic approach to English, this is just for my pleasure," "I intend to read as many of the Great Books as I can," and "I usually devote my summers to reading in my major field. My greatest desire is to be a good teacher."

THE THIRD SECTION of the questionnaire asked personal questions of the membership. The greatest percentage of those replying—42 percent—are in the 31-40 years of age group. This answer ties in well with a previous question about numbers of years in teaching, i.e., median 11 years. The next largest age group, 29 percent, is the 41-50 years of age. No reply was received from 3 percent as to age; 12 percent are 30 years and under, and 14 percent are over 50 years of age.

THE A.F. of T. membership listed six general classifications of teaching credentials from the California State Department of Education. The two credentials held by the largest number of those replying are the junior and senior high school, 98.245 percent. An elementary credential is held by 24.56 percent, junior college by 22.807 percent, and the adult credential is held by 8.772 percent. The special credentials for those specialized areas listed above are held by 17.544 percent of those replying.

To be prepared to teach wherever placed, 12.28 percent of the teachers hold three or more credentials. Teachers with two credentials comprise 40.35 percent of those replying. One credential is held by 45.61 percent.

The majority of those replying, 78.94 percent, are married, with a median of 2 children, ranging from 0-4. No reply on marital status was received from 5.73 percent and 15.79 percent checked, *single*. The median age of those answering, *single*, was in the 31-40 years of age group.

Twenty-three percent of those replying listed a median of three years

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**Value
of
Oriental
Literature
in
HIGH SCHOOL**

BY ELWOOD C. KARWAND

Past-president of Hibbing, Minn., Teachers Federation, Local 669, then an English instructor in Hibbing High School, and now in Memorial High, Beloit, Wis., who teaches one of the few Units on Oriental literature in the United States. He was also a Newspaper Fund Fellowship student in graduate journalism at the University of Minnesota this summer.



Mr. Karwand

WHY STUDY the Orient? Our students have trouble enough with English and American literature and philosophy. We cannot afford to take time away from them and devote this to Asia. After all, what good will it do our students anyway?

Today, probably more than at any time in the past 100 years, the United States needs friends. Our moral society preaches that before a man may find a friend he must first be one himself. Friendship is based primarily upon understanding the other individual or country, and this understanding can only be realized through the medium of education.

Teachers in general, and teachers of English in particular, have a great responsibility to our nation. These instructors are charged with the duty to provide the best of all literature to the American student, and to help the student recognize the philosophies, customs, ideologies, and moral tones of each country as revealed through its literature. If we accept this responsibility, then we cannot afford to ignore any area of the world, but must augment our English-American program to meet the needs of our students.

SINCLAIR LEWIS once criticized the writers of the United States for failing to admit in their works that our country could make many mistakes, and for continually eulogizing the United States as the country which was always noble, magnanimous, and correct. He suggested that our writers would come of age when they revealed the actual life of our country and let the people of the world judge for themselves.

I suggest that probably the same criticism could be leveled at our system of American public education. In our efforts to *Americanize* our pupils sometimes we lose sight of our first goal—to help our students learn to think and evaluate for themselves. What better medium to accomplish this than through the literature of the world!

Actually, what do most students know about the Orient? Most of my pupils have had vague thoughts, many of which were instigated by fathers or brothers who have visited the Orient during World War II or the Korean conflict, but little actual knowledge of the countries, religions, customs, philosophies, or literary forms of the Orient.

Many thought of Asia as the home of millions of little yellow people who scurried around trying to sustain life from patches of overworked land. Others pictured Asia as the foster-mother of idol worshipping fanatics who are obsessed with the idea of dying for country, and are not to be trusted because of their slanted eyes and mean dispositions. Still others thought of quaint kaleidoscopes of tea gardens, paper-mache homes, incandescent lanterns, and exaggerated politeness.

The largest impressionistic force upon the students has been the American motion picture industry through such films as *Sayonara*, *The Tea House of the August Moon*, *The Bridges of Toko-Rey*, *The Good Earth*, and many others. While offering many partial truths, each of these left much unsaid about the people.

WHEN WE PLANNED our unit on Oriental literature, we began by formulating certain ideas around which we would build our study. Some of the ideas were:

- 1) The Orient can offer us much in sense of appreciation, respect for education, belief in a superior being, and awareness of life.
- 2) Our American and British ideas are not necessarily always right and much basic Oriental philosophy requires

more of its people than ours does of us.

3) Each country's writers construct its literary forms in the best way to convey the ideas they believe are important.

4) As Americans, we must make every effort to understand the Oriental, and to recognize him as a man of faith who believes just as devoutly in his customs and religions as we do in ours.

5) Each of the major Asian countries has a rich literary heritage which is manifested in superior works of all classifications.

6) The Oriental has a history of belief in supernatural beings, unexplained phenomena, the presence of fate and destiny, and a world of delicate shadows which never existed.

We settled upon the idea of exploring each country individually in terms of literary form. We would examine the poetry, novel, short story, drama, and non-fiction of each nation as presented in existing terms.

After much examination we agreed upon the paper back anthology, *A Treasury of Asian Literature*, by John D. Yohannen as the base text for our study. We supplemented this text with such works as *A History of Chinese Literature*, Herbert Giles; *Translations from the Chinese*, Arthur Waley; *Famous Chinese Short Stories*, Lin Yutang; *A Life of Confucius*, Ching Chi-yun; *The Wisdom of China and India*, Lin Yutang; *Japanese Literature*, Donald Keene; *Japanese Theatre in High-light*, Francis Haar; *The Story Bag*, Kim So-un; *The Voice of Asia*; James Michener; *Tales from Korea*, Young Tai Pjun; and *Tales Told in Korea*, Berta Metzger.

We found the embassies of each Asia country to be most helpful in sending us pamphlets, pictures, posters, film and book lists, and displays.

OUR STUDENTS were responsible for preparing a research paper of some ten pages on one of these topics:

1) How has Western literature helped to spread the idea of Nationalism in the Far East?

2) Is a world based on Confucian ideas possible, and what would be the outstanding characteristics of such a world?

3) What values can be found in the study of Oriental literature?

4) What difficulties does the modern American face in understanding the Oriental?

5) How have Far Eastern Culture

and Customs influenced the people of the United States since 1946?

6) Is there a need in the American-European world for the romantic and often fantastic tales written by modern and ancient Oriental writers.

7) Could universal Buddhism be the key to world peace?

Various teaching methods are used during the unit. Lectures, book reports, recordings, film strips and movies, and group discussions are all utilized. One of the most beneficial appears to be the panel discussion. On the final day of study of each individual country a panel summarizes our findings and presents a synopsis of the country, the people, and the literature.

One of the truly rewarding features of Oriental literature is the numerous opportunities to present moral guidance as reflected in the literature.

IN THE STUDY of China, one is privileged to examine the analects and wisdom of the great teacher Confucius. Confucius searched for a rationalized social order created through the ethical approach based upon personal cultivation. He looked for the abolition of the distinction between ethics and politics, and suggested that the measure of *Man is Man*.

Within his *Analects*, as published by his disciple Mencius, he presents many thought provoking statements such as:

"In acting as a judge at lawsuits, I am as good as anyone. But the thing is, to aim so that there should not be any lawsuits again." Or "Guide the people by governmental measures and regulate them by the threat of punishment and the people will try to keep out of jail, but will have no sense of honor or shame. Guide the people by virtue and regulate them by a sense of propriety and the people will have a sense of respect."

Students are amazed to find his teachings are paraphrased in our Bible.

China also provides us with a multitude of proverbs which easily serve as excellent topics for student themes. Some of these that have proven stimulating to students are:

1) Deal with the faults of others as gently as with your own.

2) If you fear that people will know, don't do it.

3) The highest towers begin from the ground.

4) Free sitters at a play always grumble the most.

5) It is not the wine which makes a man drunk; it is the man himself.

6) No image-maker worships the gods. He knows the stuff they are made of.

7) Without error there could be no such thing as truth.

8) Words whispered on earth thunder in heaven.

One is not limited, however, to the study of China, in order to find good moral guidance material. India's *Panchatantra* is an excellent work of common sense fables, and Korea's *The Story Bag* contains strong moralistic fairy tales.

ONLY A SMALL proportion of the Western world has experienced the joy of observing and studying Oriental drama. The Japanese Noh, Bunraku, Kabuki, and Takarazuka Theatres illustrate the color, intensity, and imagination of a rich theatrical tradition. The Columbia Recording Company has available records of both the Kabuki Theatre and the Takarazuka Dance Theatre. These add considerably to the drama study.

While far inferior to the Japanese Theatre in stage artistry, the productions of China, India, Burma, and Korea are still very interesting. The class text includes the Indian Folk Drama *Shakuntala*, as well as the Japanese Noh Play, *Atsumori*, and additional references are available in most libraries.

Students of the novel and the short story will find a most intriguing form of this art in the Orient. Japan, of course, is believed by many to have originated the novel, and *A Treasury of Asian Literature* contains selections from *The Tale of Genji* by Lady Murasaki Shikibu, which could be called the first great novel.

The American student is bothered by a lack of continuity in the Oriental novel, and quite probably develops a stronger preference for the American form after this study. The Oriental viewpoint is possibly best summarized by the Japanese belief that "even a thatched hut in this changing world may turn into a doll's house." There is no reason for total reality and in the final consensus reality and make-believe are intertwined and cannot be separated.

QUITE OFTEN English teachers are heard to moan: "If only there was some way I could interest my students in poetry." There is some way. Look to Oriental literature! Just as England and the United States concentrated upon the development of the novel and the short story, the Oriental

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Union Teacher Talk



BENJAMIN D. SEGAL of Washington, D.C., president of *Workers Education Local 189*, and education director of the International Union of Electrical Workers, spent most of July in Petropolis, Brazil, teaching sessions on collective bargaining, trade union functions and race relations in the U.S., as well as international affairs at ORIT-ICFTU Hemisphere Seminar on Trade Union Education.



Mr. Segal

Segal's instruction at the seminar was under the auspices of the Industrial Union Department of the AFL-CIO and the IEU. The purpose of the session was to provide basic trade union training to South American unionists who will be instrumental in teaching and training members of their own unions for leadership roles.

Mary Herrick, A.F. of T. vice-president, was docked full salary and a substitute hired for her class, when she obtained leave to participate in the recent White House Conference on Children and Youth.

September to have polio shots, or give a legally acceptable reason why not.

THE PHILADELPHIA Federation of Teachers, Local 3, reacted against a proposal for a longer school day, by declaring in a letter to President Leon J. Obermeyer of the city's school board that the extension would further lower the quality of instruction.

THE LAW FIRM of Mayer, Weiner and Mayer is the new legal counsel of the *United Federation of Teachers, Local 2*.

Among other labor unions the firm represents is the Engineers and Scientists of America. Henry Mayer, senior partner, is recognized as one of the leading labor lawyers of the country.

MARGARET HARRINGTON, member of the *Minneapolis Federation of Teachers, Local 59*, retired this year from the faculty of the city's Nokomis High School, after 50 years of teaching. The Local's Federation News Bulletin gave her this salute:

"Fifty years of teaching service for Minneapolis! That's the amazing story of Margaret Harrington... as she retires taking with her the eternal admiration of her Federation colleagues, her hundreds of well-trained students, and the endless gratitude of the Minneapolis community."

JOHN L. PHELAN, associate professor of history, and member of the *University of Wisconsin-Milwaukee Federation of Teachers, Local 79*, is this school year studying the decision-making process in the Spanish-American colonial bureaucracy, under a Guggenheim grant in South America and Europe.

JOSEPHINE OBLINGER of Springfield, president of the *Illinois State Federation of Teachers*, spent part of the summer at Williams College, Williamstown, Mass., studying the humanities under a John Hay Fellowship. Her group of 80 teachers also covered art and music appreciation and participated in the Tanglewood Music Festival.

ANTONIE STROEVE, 17, son of a Hollander who served in the underground forces fighting the Nazis in World War II, is a science freshman in the University of California, under a \$500 scholarship awarded by the *Oakland-Alameda County Federation of Teachers, Local 771*.

His award was the third annual Eleanor Peyton scholarship, named for an Oakland science teacher who spent 38 years in the profession. He graduated from Oakland High School.

THE DEPARTMENT of Health, Education and Welfare has issued a report on national education goals, declaring that the U.S. must double its annual expenditures for teachers' salaries and school construction in the next decade, "if our future adults are to be prepared for the kind of world in which they will live."

CHICAGO schools now employ a substitute at their own expense when a teacher is granted leave to participate in an education or other recognized conference.

The new policy was precipitated after

MISS HOPE CAREY of Pawtucket, R.I., past vice-president of the *American Federation of Teachers*, returned with her mother, Mrs. James E. Carey, in September from a two-months summer tour of Britain, Ireland and the European Continent.

ELIOT BIRNBAUM of Syracuse, president of the *Empire State Federation of Teachers*, told a legislative budget committee recently that New York state schools now employ 10,000 teachers who are not fully certified.

GOV. G. MENNEN WILLIAMS of Michigan signed a law requiring children entering school beginning last

THE NEWS BULLETIN of the *Minneapolis Federation of Teachers, Local 59*, quotes the St. Louis Park Dispatch as reporting that the immediate Hennepin County suburbs of Minneapolis have spent more than three times as much for school buildings as the

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larger city in the last ten years.

Capital expenditures for Minneapolis with 75,000 enrollments were given as \$21 million as compared with \$71 million in Hennepin County suburbs with 72,000 students.



The credit union serving members of the Minneapolis Federation of Teachers, Local 59, now has more than 800 members and assets of \$400,000.



HERE'S AN IDEA: Let the teachers do the teaching, and let the classroom television give the commercials for bake sales, paper collections, senior dances and year-book subscriptions."—Bill Vaughan in his column, *Starbeams*, in the *Kansas City Star*.



EDWARD C. DeBRIAE, chairman of the salary committee of the Milwaukee Teachers Union, Local 252, is serving his 18th year as president of the city's library board.



ARTHUR W. ELSE, an active member of the University of Wisconsin-Milwaukee Federation of Teachers, Local 79, is the new administrative secretary to Mayor Maier of Milwaukee.



IN AN ACCOLADE to New York City's older teachers, School Supt. Theobald revealed that 10 percent of the district's faculty are 60 to 70 years of age.



FRANCES DICKSON, president of the Moline (Ill.) Federation of Teachers, Local 791, collaborated with 13 other educators on a new official safety education curriculum for elementary and junior high schools of the state.



Miss Dickson

The book, *The Challenge of Safety Education*, deals with all phases of modern safety, from civil defense to vacations. Miss Dickson, who is a teacher in her city's Garfield Elementary School, wrote two sections, *Safety in the Home*, and *Safety at Unsupervised Play*.

Dr. Vivian Weedon of the National Safety Council, Chicago, commended



New American Federation of Teachers Group Family Life Insurance Plan pays first beneficiary: Albert H. Wohlers of Chicago, the plan's administrator, presents check for \$2,500 to Mrs. Carl E. Hardiman, in payment of insurance carried by her husband, a member of the Kansas City, Mo., Federation of Teachers, Local 691, who died of a coronary ailment. The check was issued by the All American Life and Casualty Company two hours after the claim was received and Wohlers flew to Kansas City to deliver it. Mrs. Hardiman said the money will be used for a son's education. Looking on in photo, left, is Alpheus O. Fisher, retired president of Local 691, and right, James E. Burton, a vice-president.

the group for "producing one of the finest textbooks in the country." Copies may be secured from the Illinois state superintendent of public instruction, Springfield.



ROGER BOWLBY, president of the Michigan State University Federation of Teachers, Local 1310, is recipient of an 18-month grant under the National Defense Education Act to write a grammar of Bini and introductory lessons in Yoruba and Iba, southern Nigerian languages.

This summer, Douglas Kelley, the Local's delegate to the Lansing Labor Council, led a group of Michigan college students to Nigeria on Operation Crossroads Africa—a project of cultural study and international fellowship.



LEADERS of A.F. of T. Locals not already working with their labor groups to supply this service, may wish to make a note of it for early next spring:

In this and previous years, many labor bodies have helped in placing union teachers in summer jobs in the crafts, trades and industries.

Some A.F. of T. Locals secured a work list of members, showing who wanted what kind of summer work, early in the spring and the members were able to go

from their classrooms into waiting summer jobs in stores, offices or plants.

Cooperating unions helped in supplying the service to union teachers only.



THE CLEVELAND Teachers Union, Local 279, recently affiliated with the Union Eye Care Center, set up by cooperating unions of the city to make eyeglasses and optical services available to members at reasonable cost. Members have been supplied with identification cards.



THE WILLOW RUN (Mich.) Federation of Teachers, Local 1160, recently published the first issue of *The Willow Run Teacher*, a mimeographed bulletin, under the guidance of Frances Davenport, its president. A statement of editorial policy said:

"We favor any ideas, measures, and acts which will promote the welfare of the students and teachers. We are opposed to anything that doesn't."



CHARLES COGEN, president of the United Federation of Teachers, Local 2, is a member of the United Negro College Fund of New York City Labor Committee comprised of 25 prominent



Executive Council of American Federation of Teachers elected at 44th annual convention in Dayton, O., to serve two years: From left, standing, Mrs. Rebecca Simonson of Peekskill, L. I., N. Y.; Mary Herrick of Chicago, Ill.; Mrs. Veronica B. Hill of New Orleans, La.; Rose Claffey of Salem, Mass.; Edward A. Irwin of Hollywood, Cal.; Charles Miller of Gary, Ind.; Paul B. High of Cleveland, O.; Guy M. Lahr of Granite City, Ill.; and Sophie Jaffe of New Britain, Conn.

Seated, Dan D. Jackson of Daly City, Cal.; Mary Wheeler of Oak Park, Ill.; Dr. David Hilton of Detroit, Mich.; Mrs. Dorothy Matheny of Toledo, O.; President Carl J. Megel of Chicago; Selma M. Borchardt of Washington, D. C.; Phyllis Hutchinson of Portland, Ore.; and A. James Heller of Minneapolis, Minn.

labor leaders aiding in a financial appeal on behalf of 33 accredited colleges.



MRS. FRANCES BARJANSKY, secretary of the Union Teacher Press Association and editor of the Ohio Federation of Teachers' *Banner*, is the only woman teacher among 58 men faculty members in the Max S. Hayes Trade School in Cleveland, O.



She became English teacher in the school two years ago when D. C. Cartwright Hayes, its principal, decided that his shop and trades students could use some instruction in the subject. The Cleveland Plain Dealer recently noted her work in a story under a 3-column photo of her.

While Mrs. Barjansky holds a Masters with French major, and taught French and English in her previous school, the trade school is not entirely foreign to her. She studied engineering at one time and held a job as draftsman during wartime.

She is currently considering writing a book on vocational English at the re-

quest of a publishing company, and said, "There really isn't an adequate textbook for us to use."



MRS. MERRITT L. IRWIN, member of the Fort Wayne Teachers Council, Local 700, has retired after 45 years of teaching, the last 23 being kindergarten and primary in this city's McCulloch School. The P-T.A. gave her a toaster as a retirement token.



CITING TOLEDO'S leadership in industry, communications and art, Joseph B. Dence, chairman of the finance committee of the Toledo Federation of Teachers, Local 250, pointed out in the latter's *Bulletin* that the city ranked 63rd in the state in average salaries paid classroom teachers.



AN INSURANCE executive has declared that parents who do not regulate their teen agers' use of the family car are endangering the latter's high school grades.

Allstate President Judson B. Branch made the statement in connection with a survey of the academic, driving and social habits of 20,000 juniors and seniors in 36 selected high schools in the U.S. and Canada.

FORMER Gov. Fred Hall of Kansas, now a leader in the Republican party in California, has joined former Republican Gov. George Craig of Indiana in warning Republican leaders that continued support of so-called "right-to-work" laws can lose the November election for the G.O.P.



Mrs. Wright

MRS. JOYCE WRIGHT, secretary of the North Kansas City, Mo. Federation of Teachers, Local 1309, spent the summer in Europe, in "An Experience in International Living."

In addition to traveling one month, she lived a similar length of time with a family in Poland as a guest. Ten Americans were in her travel group.

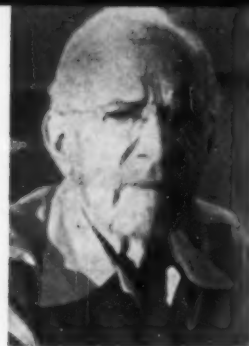


THE INSTITUTE of International Education announced that as of June, 48,486 foreign students were studying in American colleges and universities, a greater number than in any other country.

Upton Sinclair

Tapes Available

To Teachers



Mr. Sinclair

UPTON SINCLAIR, one of the great forces for social justice in the United States, talks about how he became involved in the fights against



Mr. Flannery

social injustice, and about the writing of his best known books, *The Jungle*, *The Brass Check*, *Oil*, *The Goose Step*, and *Flivver King*, in an exclusive interview with Harry W. Flannery, AFL-CIO radio coordinator.

The interview is now on two tapes recorded so that each of four individual stations can be used by teachers in their classes. Here is an excerpt from the first tape:

MR. FLANNERY: Mr. Sinclair, I believe you came from a Virginia aristocratic family. How did you happen to write books that have such social significance?

MR. SINCLAIR: Well, you see, I had contrast of riches and poverty in my life from childhood as far back as I can remember. I had the misfortune to have a father who was ruining himself with alcohol and, poor fellow, we never knew when we would have the next week's board. I lived in New York in the cheapest kinds of lodging houses and then about half the time, when we didn't have any money, I would go down to Baltimore and live with my grandfather who was secretary and treasurer of a railroad, or with my uncle who was on the way to becoming, I think, perhaps one of a half dozen richest men in Baltimore.

And so, from early childhood, I was asking my mother: "Why do some people have to be poor while other people are rich?" Of course, she couldn't tell me why, and I was probing around in darkness in a world which seemed to me very badly out of order. I suffered, of course, from endless humiliation, one kind or another. I would have to, as a little fellow, sleep

across the bed at the foot of my mother and father because we had only one bed to sleep in. And very often I heard my mother abused by landladies because she didn't have that week's rent and all kinds of things like that.

Then my mother, of course, always wore the old cast off clothes of her Baltimore sisters and so all kinds of humiliations were in my mind and I was very unhappy and very much disturbed.

MR. FLANNERY: Were you religious as a boy?

MR. SINCLAIR: I was a very religious little boy. I was brought up in the Episcopal Church. I remember I went to church every single afternoon during Lent and all kinds of things like that. I took the words of Jesus very seriously and you know, Jesus sometimes spoke quite impolitely to the rich and about the rich and I picked up quite a good deal of radicalism from the Bible.

MR. FLANNERY: Tell me a little more about New York.

MR. SINCLAIR: I met very poor boys and I saw a great deal of wretched poverty in New York, and suffering, I would see pitiful beggars on the street. I would see poor crippled men sitting out with a hand organ or just their hat held out to passers-by and maybe I would drop a penny in if I had one.

MR. FLANNERY: I think you went through the college of the City of New York. Is that correct?

MR. SINCLAIR: The college of the City of New York. I was supposed to enter at 14 but I got in when I was 13 and I studied very hard. It was the most wonderful place to me. I was very happy at first and proud of myself and getting along nicely. A little later I began to find things dull because I learned very fast and some of the other poor children, you see, came from foreign families and while they were bright, they had trouble with English and were backward and so gradually I got the habit of reading in class and maybe the professors didn't like that; so I wasn't so happy. I remember in

my senior year I asked permission—I said I had to earn some money—I got permission to be away from college for two months and I stayed in my lodging house room on the top floor . . . and read Emerson and Goethe and a whole lot of books that I was eager about—Shelley I remember—and instead of going to college I just educated myself.

MR. FLANNERY: You were doing some writing at that time, too, I believe.

MR. SINCLAIR: I began writing jokes, I started by writing riddles for children's magazines at that time, and then I began writing jokes, at one dollar per joke.

MR. FLANNERY: Was this for the old Life magazine and Judge?

MR. SINCLAIR: No, I couldn't aspire to those heights. I wrote mostly for the New York Evening Journal and the New York Evening World and papers like that. I earned enough to buy my food; I had a room that I rented for \$1.25 a week on the top floor of a lodging house and my meals I got at the boarding house—that is breakfast and supper—for \$3.50 a week, and I had \$5 a week and that left me, I think, 50c for laundry or something like that because I had to have a clean shirt now and then.

MR. FLANNERY: You also did some children's books at that time, I believe.

MR. SINCLAIR: I began writing dime novels. A classmate of mine, a Jewish boy, became a well-known lawyer in New York afterwards. But, anyhow, we decided we wanted to write a story so we started a story—a serial. We took it down to Street and Smith, which published the dime novels in those days, and the editor used to laugh in after years and tell me how these two boys in short pants came into his office with a novel. He read the novel and he decided it was better than he expected. I don't know why he chose me but I was the one—I guess I was the poorest. The other boy, his parents were well to do—so for that reason I worked harder. Anyhow, I



Mr. Reuter

How Bond Issues DOUBLE Schoolroom Costs

BY DR. GEORGE S. REUTER, JR.★

got the job and I began writing dime novels.

MR. FLANNERY: You did that for quite a while. . . . Not only were you in short, pants, but I believe you were in your teens.

MR. SINCLAIR: I was in short pants until I was 16, I think. I was rather a small fellow and still am, but anyhow, I began writing dime novels and then it was the most miraculous thing; then, I began earning as much as, I think it was \$70 a week. I could take care of myself and my mother very sumptuously on that, and my poor father had come pretty near to death by that time, so I wrote novels and novels and novels. There was a period when I lived, after college, (that) I went up to Columbia and studied there for four years as a special student.

MR. FLANNERY: How did you turn out your dime novels, Mr. Sinclair?

MR. SINCLAIR: I had two stenographers coming on alternate evenings and I would dictate for two or three hours to one stenographer and he'd go off and type the next day and the next evening I would dictate to the other stenographer and he'd go off and type the day after that, and I figure that I was turning out 8,000 words a day or 56,000 words a week. I did that for nearly two or three years and I figured that I had written enough literary material to—I've forgotten just what it was—but some terrific amount of literature (to equal) all the works of Shakespeare.

Teachers interested in the tapes should write Harry W. Flannery, AFL-CIO Radio, Washington 6, D.C.

Also available from the same source for teaching use are tapes of excerpts from talks made at AFL-CIO World Affairs Conference. There are eight of these tapes, on American Foreign Policy; National Defense; Underdeveloped Areas; Berlin; Latin America; Far East; Africa and Near East, and The Soviet Union. These are 10 to 12 minutes each.

THE AMERICAN public's acceptance of the buy-it-now and pay later formula has resulted in the average 10-room bond issue financed school building costing almost double the actual construction price.

The bond financing plan in public construction—especially school building—has become almost as much a public habit as installment buying of consumer goods—and as expensive.

The citizen-taxpayer—surprised to find that total payments on a home bought on standard monthly installments, with interest, et cetera, add up to about double the purchase price—may be comparably amazed at the way bond interest multiplies, and take a more kindly view of pay-as-you-go tax increases.

THIS IS A BY-PRODUCT revelation of a nationwide sampling of classroom costs and needs, and methods of meeting them, by the *A.F. of T.* research department.

The annual interest rates on school bonds run from 4½ to 6 percent per year, in different areas, and the trend is upward. The Office of Education estimates that the average classroom costs \$40,000, making \$400,000 for the 10 rooms.

On the average, at current rates, the interest on the \$400,000 in bonds over 20 years would be \$324,000. At 6 percent it would be \$480,000, or \$80,000 more than the principal. (Of course, interest and principal will vary yearly in retiring bonds.)

Thus, total cost of the 10-room school to the taxpayer, with taxes usually paying the interest, becomes \$724,000, on the average. Interest rates have gone up, and the total compares with \$680,000 for a comparable school financed in 1957, and \$575,000 for the same one in 1952, at the then average rates.

There are obviously good arguments

★Research Director, American Federation of Teachers.

for bond issues. Bankers and other bond buyers use them for profit. But in the final analysis, such financing makes today's student pay partly for his today's education after he grows up tomorrow, with the interest penalty tacked on.

The lesson to the public is that free public education is not free, and that only by spreading costs more generally over all citizens, as in Federal Aid for Education, can we make them more current and on a pay-as-we-go basis.

The research department sampling shows a need for 172,600 more classrooms currently, with shortages being estimated as follows: Northeastern region, 15,880 elementary and 19,352 secondary; Central, 32,984 elementary and 30,048 secondary.

Also, Southern, 29,930 elementary and 17,000 secondary, and Western, 15,848 elementary and 11,252 secondary. Needs of the four regions total 94,648 elementary and 77,952 secondary classrooms.

WHETHER this gives a true picture is moot, since so many districts report class sizes of 35 to 40 students, and so many currently used buildings are obsolete. A previous *A.F. of T.* estimate that 350,000 new classrooms are needed seems more logical.

Needs in Southern areas appear to be down, probably because of the tendency of many states and districts in the area to build more schools for Negroes, in an attempt to avoid integration.

There is presently, however, a critical need to provide an adequate number of classrooms. It won't be easy to solve this problem, because the Treasury Department recently noted:

"For every dollar in tax money collected last year by the Federal, state, and local governments, \$1.09 will be collected this year—\$1.18 next year." Hence it will require hard work to secure sufficient money for this purpose.

Proudly We Teach

From Page 10

in military service. One reply showed 17 additional years in the Reserve.

Predominately, the travel by those reporting military service was, in a descending scale, in Europe, then Asia, with the least amount in the United States. The reverse was generally true for those without military service, most of whose travel, 96.5 percent, was in North and Central America. Travel in Europe included 26.316 percent of all those replying, in Asia 14.3 percent (mostly military), in South America 3.5 percent, and 7 percent listed their travel as all over the world.

The last question about the status of the teacher concerned position on the Oakland salary schedule. Such a question, of necessity, omitted the membership who teach in Alameda County, as well as those who have retired but who maintain affiliation with the *American Federation of Teachers*.

THE OAKLAND salary schedule for teachers is divided into four sections, listed as A, B, C, and D. Placement under one of these headings depends on having a credential, training, and experience. With five years of academic preparation (B.A. + 30 graduate units), a new teacher is placed on Schedule B, the M.A. or its equivalency (M.A. + 60 units or 65 units), places a teacher on Schedule C, and the Doctorate or its equivalency places a teacher on Schedule D. Median position of the Federation teachers on the salary schedule is C and on the fourth of its fourteen steps in salary increases. The salary for 1959-60 for C-4 was \$6,219. The membership is divided for placement as follows:

Salary			
Preparation	Range	Steps	Percent
4 Years	\$4,830-\$7,404	12	5.263
5 Years	5,202- 8,046	13	33.334
6 Years	5,604- 8,880	14	36.842
7 Years	6,006- 9,399	14	15.79
No Answer			8.77

In 1950-51, the C-4 step paid \$3,640 per year. It was previously stated that 82.45 percent of those replying have furthered their professional training by attending school during their nine median years in Oakland. The Federation teachers have shown their concern for the child in the classroom by seeking more training to become better teachers. *The low salaries paid when they entered the Oakland system have not deterred them from adding to their professional growth.*

Federation teachers can point with

pride to the following achievements among their members: they have earned many scholastic honors, 49.12 percent listing such honors as "graduating cum laude," "graduating with great distinction," Phi Beta Kappa, Spanish Honor Society, Delta Kappa Gamma, Phi Delta Kappa, Pi Lambda Theta, Alpha Chi, and many, many others. The Phi Beta Kappa key is held by 12.28 percent of those replying, most of whom also hold the Doctorate or its equivalency.

POSITIONS of responsibility in an educational organization have been held by 29.82 percent of those answering the questionnaire. Their responsibilities have included serving as president, vice-president, secretary, treasurer, committee chairman, editor of a professional publication, building representative, regional representative of a national organization, state chairman of public relations and sponsorship of school clubs. Other areas where members have served are as delegates to the Central Labor Council, as delegates to county political conventions, and as officers in political clubs.

As previously listed, some of the membership expect to publish textbooks within the next five years. At present, 14.16 percent have published articles in magazines, 8.77 percent have contributed all or parts of textbooks, 8.77 percent have written for newspapers or contributed other types of writing such as brochures, booklets, and pamphlets. Thirteen percent have written radio and TV scripts and have made filmstrips and recordings. The number who have published in the above fields represent 21 percent of those replying. One marginal comment asked, "Must we publish or perish?"

Members have served as speakers for many committees, but primarily their "speaking" has been to tell of the educational work being done. Thirty-two percent of those replying have served in this capacity.

Lastly, the questionnaire asked about summer occupations. Answers varied. Fifty-one percent listed working for supplementary income all or part of the summers, 19.3 percent teach, 57.9 percent study, and 45.61 percent listed travel all or part of the summers.

THE FEDERATION teachers are not unthinking robots in their teaching or in their choice of occupation. Their sense of humor bubbles through. They have good suggestions to make. Here are quoted some of their comments:

"I have been on the University of California summer faculty several

times. Also, I am doing specific research for them."

"I just finished my dissertation! May I rest this summer?"

"I like to keep up with current trends in education, so do a lot of reading."

"There should be another salary step between C and D on the Oakland salary schedule."

"Oakland does not advance teachers on the salary schedule each teaching year. If one begins at mid-term one must teach a year and one-half before advancing up the salary ladder."

Many areas of teaching experience are combined within the Oakland-Alameda County Federation, ranging from elementary to college level. The median age of the group is young, 31-40 years, and its personnel have already accomplished much in the academic fields and in related organizations.

Evidence from the survey indicates that the Federation teachers are concerned that there be good teaching in the classroom. It has shown that through their own actions in areas of professional training, travel, and honors achieved, they believe professional competency, in the classroom and in other ways, to be a dynamic force in good teaching.

Human Frontiers

From Page 7

with school unions, Professor Seitz says:

"The philosophy of good employee and public relations would appear to dictate an affirmative answer. Good faith bargaining is one of the best ways of keeping the school personnel and public realistically informed about vital problems of school administration. The teacher segment of the school personnel group ought to be especially responsive to this kind of approach. Another benefit of good faith collective bargaining, can be the creating of a climate which will enlighten the general public as to problems of the school and enlist assistance for their solution."

We can, of course, thank the *American Federation of Teachers* for being the driving force behind this new, healthy attitude. But it is a continuing program that needs to be built upon and requires steady and constant application, in my opinion, if the *A.F. of T.* is to take its rightful role not only as the defender of professional rights and standards but as

a stabilizing influence in the betterment of education.

HERE IS WHERE this group, the *Union Teacher Press Association*, can give yeoman service over and beyond that which I know it has already contributed. As I see it, the job that still needs to be done is to bring these new ideas into full life by throwing open the channels of communication and exchange. From personal experience in my own union, I know that no one is better equipped to give a program of this kind articulate, forceful, and widespread public acclamation.

While union teacher editors have a duty and responsibility to concentrate on ordinary union issues, they also have an opportunity and a challenge to clear the way for exploring human problems in our schools. The two go together.

How can you do it? The resourcefulness and ingenuity of editors in the labor movement is too widely known for me to attempt to spell it out in detail. I will list only a few general suggestions which come to mind immediately:

... Look for specific examples of public service performed by the union. Give these a good play in your own publication and let the national headquarters of the *A.F. of T.* hear about them. Find a way to thoroughly acquaint the outside public and the taxpayers in your city, in particular, with these instances of community service.

... The purpose and need for working toward common school goals must be communicated—in a language understandable and meaningful—to the members of your organization and to those in authority at our schools. Here you have a most important task. The main problem is to convince the doubtful on both sides that the union and its members do have a positive contribution to make.

... Search out and advocate new ways in which union teachers can make a forthright investment in advancing our educational system through the ready-made apparatus of their organization. There are countless ideas which can only be implemented through group action.

... Broaden your program to encompass civic projects and activities not related directly to education. There are worthwhile endeavors without number which merit the energetic support of union teachers. Participation in these areas will identify the *A.F. of T.* with community progress

and open the door to new, important contacts of lasting value.

... Don't let an unfriendly press or your critics shape the image that the outside public has of your organization. See that the public gets a sharp, clear picture of what your union is really like by communicating directly with all groups in your community whose friendship and good will could mean something to you.

... Above all, don't compromise your union principles in an effort to cultivate good will or attract sympathy. You are part of an honorable trade union movement whose basic principles have withstood the test of time and ordeal. As such, you have obligations which cannot be abdicated or sacrificed in the interest of temporarily pleasing the public. They wouldn't respect you for it if you did.

THE FUNDAMENTAL strength of the *American Federation of Teachers* rests in its philosophy of service as an organization. You serve your membership well. Beyond that, it has been your objective to fulfill your social and moral responsibilities to the cause of education and the general welfare. These are noble and worthy goals backed up by an enviable record of achievement.

Unfortunately, you have not always received the celebrity and appreciation which you deserve for these efforts. I submit that this can be changed. It can be done by focusing a bright spotlight on your positive accomplishments and by expanding your philosophy of service in a broader and more interpretative manner.

The rewards that might flow from better communication—better public relations, if you please—could be substantial. It could earn for you a greater measure of public confidence when you seek improvements in your salaries or working conditions. You could enjoy more support and sympathy from school board members and administrators.

Citizens may be more willing to pay higher taxes to lift your job standards. You might even help change our whole American concept which treats education as a step-child when governmental appropriations are voted. Surely, you cannot fail to raise the standing of our teachers and educational personnel in our society.

DR. GARY CRONEIS, of Rice Institute, in speaking to a Chicago conference of union teachers this Spring, emphasized the latter point.

It is his belief that a sure-fire way to improve the economic position of teachers is to improve their status. The facts substantiate his thesis for in most countries there is a direct relationship between the status of teachers and their place on the economic ladder.

The alternative to being heard, understood and accepted in the area of public opinion is equally clear. It will be more and more difficult to secure and maintain decent teachers pay. Classroom additions will remain pitifully inadequate or get worse. More prospective teachers will turn from education to enter less satisfying but more rewarding fields. The taxpayers will grumble more loudly about the cost of public education. And a rising school population will help compound all the existing problems.

For too many years now, our educational system has been tormented by disgraceful salary standards, overcrowded classrooms, harassed teachers and meager work facilities. The prestige of teachers in particular was slipping badly until the *A.F. of T.* came upon the scene and helped reverse the trend.

Your organization is now moving ahead, diligently striving to promote uniformly higher standards and establishing a pattern of stability that can help put our educational house in order. Every responsible citizen should welcome additional effort to bring reason and order into a profession so closely allied with our democratic ideals.

Because it is my firm conviction that a better teachers union is good for our schools and our nation, I have tried to set out for you some new guideposts. I know these are difficult goals—but they are attainable.

If among you there are some who think them impossible, you must also be prepared to say that any and every effort to find a better way is a thoroughly irresponsible suggestion.

In the *American Federation of Teachers*, I know there is unbounded zeal and enthusiasm which links the separate energy of each to the abundant strength of all. You have already opened many heavy doors to higher teacher compensation, improved working conditions, job security, better pensions and insurance plans—doors which individual members alone could not open.

You are on the threshold of a developing maturity which could establish for the first time a genuine, good-faith partnership between those who run our schools and those who staff them. On the human frontier in education, this is your challenge... your hope... and your promise.

Teaching Oriental

From Page 12

countries looked to poetry as the ultimate form of literature.

Poetry was used as a go-between in affairs of the heart, served as a comfort to the lonely soldier, helped bring the family closer together, and generally served as a line of communication.

Oriental poetry differs greatly from the European variety primarily in form. It also differs widely in each Asian country, normally is not concerned with intellectual comparison, rich imagery, or illusion. The poetry is simple, straight-forward, and concerned with the base elements of life.

Boys appear to like Oriental poetry. Chinese poetry, which is short and usually carries a moral lesson, is their favorite. Poems such as Po Chu-i's *The Red Cockatoo* or Li Po's, *Clearing at Dawn* are readily understandable and enjoyable to the male reader who often looks upon poetry as *sissy*.

THE RED COCKATOO

*Sent as a present from Annam—
A Red Cockatoo.*

*Coloured like the peach tree blossom,
Speaking with the speech of men.
And they did to it what is always done
To the learned and the eloquent.
They took a cage with stout bars
And shut it up inside.*

CLEARING AT DAWN

*The fields are chill; the sparse rain has
stopped;
The colours of Spring teem on every
side.
With leaping fish the blue pond is full;
With singing thrushes the green bushes
droop.
The flowers of the field have dabbled
their powdered cheeks
The mountain grasses are bent level at
the waist.
By the bamboo stream the last frag-
ment of cloud
Blown by the wind slowly scatters
away.*

Japanese poetry brings a keen appreciation of nature. A typical Japanese poem might be this one:

*Farewell to this world
And to the night, farewell.
We who walk the way to death
To what should we be likened?
To the frost on the road?
To the graveyard
Vanishing with each
Step ahead:
This dream of a life
Is sorrowful.*

*Ah, did you count the bell?
Of the seven strokes
That mark the dawn?
Six have sounded.
The remaining one
Will be for this existence.
The last echo
We shall hear.
It will echo
The bliss of nothingness.*

SOME SCHOOLS might hesitate to incorporate a study of Asian literature because of the costs involved. This need not be a problem for many paperback publications are available, and one could conduct a class using only paperbacks. Individual copies of bound texts placed in a classroom library would form a solid nucleus for the study.

The presentation of Oriental material is a constantly rewarding process for both the students and the instructor. Each year additional values become more evident and while the student is challenged by new ideas.

Even if the Oriental literature did not have so many intrinsic literary values, there would be justification in teaching the study if only for the values of understanding that the unit gives the American student. We encouraged our students to write to pen pals in the Orient and today many are corresponding with students in China, India, and Japan.

Mr. Yushi Inouye of the International Friendship Club, Tokyo, Japan, fairly well summarized our sentiments when, in a letter requesting our students to write to Japanese boys and girls, he said:

"Correspondence among young generations, we are sure, will assist in interchanging views between different nations. They are so pure and innocent without any prejudice or discrimination of races, nationality, religion, and custom. Thus we are in firm conviction to realize the world eternal peace and happiness of all mankind will come through the hands of these young people."

LAST SPRING we were privileged to have Miss Tze Wo Wu, secretary of Guidance and Citizenship Commission, Ministry of Education, Tawain, visit our school in Hibbing to examine American teaching techniques and guidance procedures. Miss Wu reiterated the need for our two countries to find common ground.

We have been impressed by the values afforded our students by Oriental literature, and are happy to offer this slight beginning to world understanding to our young people. To us

the question is not: *Can we afford to take time to study the Orient?* But rather, *Can we afford not to study the Orient?*

UNESCO

From Page 6

our own future, particularly in a *shrinking* world, and it stands to reason that we must utilize every means by which we can help shape that destiny in our own interests.

UNESCO is a means, and a potent one, dedicated to promoting the goals that Americans support—a world in which universal respect for the rights and dignity of the individual can help insure freedom, justice and better lives for all people.

This long-range approach to building and keeping peace does not imply disregard for the more obvious and immediate threat posed by communist imperialism. Participation in the work of the United Nations and its specialized agencies does not preclude concentration on maintaining the security and military might of the Free World, but is in fact a complementary effort serving our interest in defense not only against present hostile ideologies but also those which could rise in later times. In other words, UNESCO's work serves to strengthen the foundations of the Free World—and in a manner long since recognized by U.S. foreign policy. U.S. aid programs such as the Marshall Plan and Point Four technical assistance, for example, were launched with aims quite similar to those of UNESCO.

President Eisenhower recently reaffirmed this policy in his address to the American people prior to his departure for Latin America. He said:

"We all recognize that peace and freedom cannot forever be sustained by weapons alone. There must be a Free World spirit and morale based upon the conviction that, for free men, life comprehends more than mere survival and bare security. Peoples everywhere must have opportunity to better themselves spiritually, intellectually, economically."

UNITED STATES aid programs are enormous in comparison to the amount represented by our contribution to UNESCO's budget, but the importance and extent of U.S. participation cannot be measured in numbers of dollars. It is the nature of the aid we render through UNESCO that gives it real significance. Recipient countries have an equal voice in determining how, where and why UNESCO aid shall be used, and furthermore help share the costs of UNESCO programs—a matter of both psychological and practical importance to newly independent nations.

The participation of these nations in UNESCO's work and administration

Turn to Page 22

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October, 1960

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UNESCO

From Page 20

also serves to familiarize them with the process of international cooperation and the value of collaboration in solving common problems. Here, again, UNESCO and other international organizations make a real contribution to the prerequisites of keeping world peace.

It may appear strange to suggest that the work of UNESCO serves to strengthen the Free World against the threat of communism when communist nations themselves are members of the organization. But these nations together form less than one-tenth of the total membership and have thus met no success in promoting, through UNESCO, any ideas contrary to the aims of the organization. Indeed, their participation in UNESCO implies the respect which they have for the organization's potentialities, and demands, more than ever, that the United States play a strong role in UNESCO affairs—to prevent communists from utilizing UNESCO as another vehicle for their multifarious propaganda and subversion.

In the open forum of UNESCO, communist claims and protestations can be challenged and put to test. Here too, the United States can demonstrate its own sincerity and good will. The image of America held by people in other lands is, needless to say, not always a true or a happy one. But through avenues such as UNESCO, a better understanding of our country can be conveyed to others. Based on actual records of votes taken, the United States and other countries of the Free World have usually emerged the winner in this free competition of ideas by ratios as high as five-to-one.

UNFORTUNATELY, there are groups and individuals in the United States who, on the basis of false evidence or misconceptions, have assailed our participation in UNESCO. In attempting to undermine this important aspect of our foreign policy, they have unwittingly done a grave disservice to the principles and interests of their country. In view of their opposition, a thorough investigation of UNESCO was made in 1956 by a committee of Congress. This investigation resulted in the conclusion that the various charges made against UNESCO were false and that membership in UNESCO was a valuable policy for the United States. Similar investigations undertaken by other prominent and respected national organizations have come to the same conclusions.

A still wider public understanding of UNESCO is needed in the United States, however, not only to combat misconceptions about the organization but to broaden the base of American participation, and in turn increase the effectiveness of UNESCO's work. This is particularly important because the suc-



Presenting check for Flora Philley memorial room in Mercy Hospital, Gary, Ind., from left, Robert J. Razumich, president, Gary Teachers Union, Local 4; Mother Theresa, and Miss Jessie MacLennan, director of the Local's special service project.

Gary, \$1,000 Flora Philley Memorial Room

A CHECK for \$1,000 has been presented by the Gary, Ind., Teachers Union, Local 4, to Mercy Hospital of its city to furnish a room in the latter as a memorial to one of the union's deceased pioneer leaders.

The leader was Miss Flora Philley,

who spearheaded the organization of the union in 1937. She also wrote the book, *Teacher Help Yourself*, in which she immortalized the struggles of Gary's teachers to achieve status under the aegis of the union.

The donation followed a similar one to Methodist Hospital of Gary by the union three years ago, to furnish a room in honor of Miss Mary Cheever, another Local 4 deceased leader.

Robert J. Razumich, Local 4 president, said a similar service project is now in planning in honor of Alfred Beckman, active member, who died this past year.

cess of this work depends to such a great extent upon the contributions of the individual people in all member states.

With this fact in mind, Congress created the United States National Commission for UNESCO when it authorized United States membership in the organization. The Commission, which consists of 100 American citizens prominent in the fields of education, science, the arts and government, serves as a liaison between UNESCO and the American people, and advises the Government on affairs pertaining to UNESCO's work.

Appointments to the Commission, made by the Secretary of State, are on a rotating basis and in a large measure, representative of national voluntary organizations so that over the years, an understanding of UNESCO and a

means to participate in its work is more widely offered through this medium.

Similar commissions have been established in the other Member States with a like view to bringing individual citizens in contact with UNESCO affairs. Through the media of modern communications, these individuals can play an increasingly important part in matters of international significance. This factor, if properly recognized and wisely cultivated to just ends, may one day make the difference between success or failure of present efforts to realize and secure for the world a lasting peace and freedom.

Further information on UNESCO can be obtained free from the United States National Commission for UNESCO, Department of State, Washington 25, D. C.

New

BOOKS

Of Interest To Teachers

A HISTORY OF CIVILIZATION, in two volumes. Cloth. 656 and 706 pp. respectively. By Crane Brinton, *McLean Professor of ancient and modern history, Harvard University*; John B. Christopher, *University of Rochester*; and Robert Lee Wolff, *Harvard University*. Prentice-Hall, Inc., Englewood Cliffs, N.J., publisher. \$7.95 each.

These two volumes, second editions, cover the area of prehistory to 1715, and from 1715 to the present. In preparing the revised edition the authors sought to record and interpret the fast-moving events that have occurred since the publication of the first edition in 1955; to incorporate the new discoveries that continue to revolutionize man's knowledge of his past, and to profit by the suggestions for improvement offered by readers of the first edition.

The books are beautifully illustrated with maps, pictures and artists' interpretations in full color. Chapters include those on the First Men and the First Civilizations, The Greeks, Dynastic and Religious Wars, The Impact of the Economic Revolutions, The Rise of Fascism, and concludes with The Revolt Against Imperialism and the continuation of the intellectual revolution.

FOUNDATIONS OF PHYSICAL EDUCATION. Cloth. 501 pp. By Charles A. Bucher, *professor of education and coordinator of undergraduate and graduate physical education, School of Education, New York University, New York, N.Y.* C. V. Mosby Company, 3207 Washington Blvd., St. Louis, Mo., publisher. \$6.00

This is the third edition of the publication. It has been brought up to date with the latest thinking in the professional fields of education, health, and recreation. A new chapter has been added entitled Education for Fitness, as well as a discussion of a modern philosophy of education. Also, discussions of new certification requirements and employment opportunities are included.

The student of physical education, through a study of this text will be able to understand his profession not only as it has developed over the years but also as it faces the challenges of the decade of the 1960's.

THE STATESMAN'S YEAR-BOOK, 1960-61. Cloth. 1677 pp. Edited by S. H. Steinberg, Ph.D., *Fellow of the Royal Historical Society*. St. Martin's Press, Inc., 175 Fifth Ave., New York 10, N.Y., publisher. \$9.50

The year-book, now in its 97th year, having an unbroken tradition going back to the time of the Crimean War and the American Civil War, has added the following new features:

Maps of the Federation of Malaya, and the State of Singapore; a map featuring the World Refugee Year; Diplomatic representatives and staffs of the embassies and legations of the U.S.A., as well as the political, constitutional, and administrative re-arrangement of the French Community.

It covers all countries in and out of the U.N.—over 90 separate national states, from Afghanistan to Yugoslavia, and includes fully authenticated facts and figures from unofficial sources.

UNDERSTANDING AND TEACHING THE DEPENDENT RETARDED CHILD. Cloth. 185 pp. By Louis E. Rosenzweig, *Deputy Chairman, Department of Education, Brooklyn College*, and Julia Long, *formerly curriculum consultant, A.H.R.C. Classes, New York City*. The Educational Publishing Corp., Darien, Conn., publisher. \$4.25

This book is based on the conviction that "every individual, if given the opportunity, can make some contribution to the common welfare and to his own happiness," and as such it seeks to provide the reader with inspiration, new understandings, and impetus in his work with mentally retarded children.

It is unique in its approach and combination of theory, analysis, and technique. All its activities, recommendations, and suggestions have ac-

tually been used, tested, and proved successful.

COLLEGE EDUCATION AS PERSONAL DEVELOPMENT. Cloth. 375 pp. By Margaret Fisher, *Hampton Institute*, and Jeanne Noble, *New York University*. Prentice-Hall, Inc., Englewood Cliffs, N.J., publisher. \$4.95

This new text is based upon recent studies in learning theory and studies of the self-image. It takes up the developmental tasks of the college age group: self-direction, self-discipline, and the major decisions a student must make for his career and way of life.

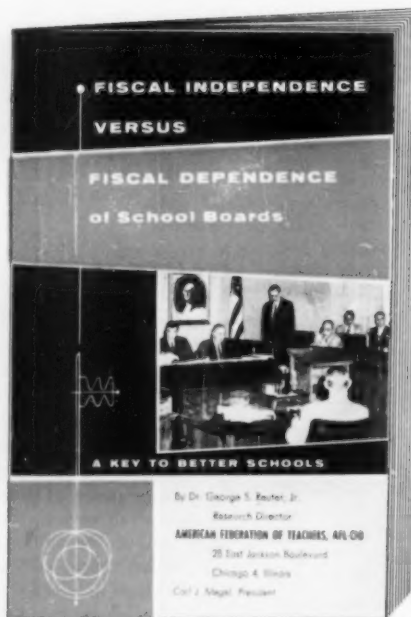
The authors emphasize the contributions that students can make to the intellectual climate through learning, student organization, and the development of mature values. College education is viewed as the student's first job in a broader intellectual enterprise.

This book is designed for courses dealing with attitudes and skills necessary for success in college, whether these courses are called orientation, freshman hygiene, psychology of adjustment, or introduction to college.

PHYSICS: FOUNDATIONS AND FRONTIERS. Cloth. 551 pp. By George Gamow and John M. Cleveland, *department of physics, University of Colorado*. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N.Y., publishers. \$7.95

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